



المجلس الأعلى للتعليم  
SUPREME EDUCATION COUNCIL

# Guidelines for the admission of students into private schools in the State of Qatar

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*"In the name of Allah, the Compassionate, the Merciful"*

## Introduction

The private schools sector plays a key role in the Supreme Education Council's efforts to raise the standards of education services in the state of Qatar and to build an effective partnership that aims at providing high quality and world-class education experiences for all students. Therefore, the SEC is pleased to introduce the following guidelines that are related to the admission of students into private schools in Qatar, by which we aim to provide you with clear and detailed information. In addition, we provide a number of important guidelines and recommendations relating to the transfer of students between schools within Qatar and the short and long term implications of such moves for their education. Also attached to this document is an equivalency table, which identifies ages of entry associated with grades and year groups in various education systems.

We recognize that parents face difficult decisions when registering their children in schools for the first time or when transferring them to a new school. We hope that this guide will provide helpful guidance to both parents and schools.


It is the intention of the SEC that each child who is educated within the private education sector receives an appropriate and outstanding education experience.

Best Regards,

Private School Office  
Supreme Education Council

## 1. General guidelines in relation to the registration of children in private schools and kindergartens:

- 1.1. There will be a “window for registration” each year, with the exact dates being announced in a circular from the Private Schools Office (PSO). For example, the registration window for 2015/2016 will be from 2<sup>nd</sup> March to 15<sup>th</sup> October. Any registrations outside these dates will require the prior approval of the SEC.
- 1.2. The school is required to define and publish its registration procedures.
- 1.3. The placement of a student in an appropriate grade/year group is the joint responsibility of the receiving school and the parent. Different education systems have different requirements regarding the placement of students and often have different names for particular age groups. Reference should be made to the equivalency table provided in appendix one.
- 1.4. The primary consideration when placing a student in an appropriate grade year group will be their age. The school should refer to the equivalency table when making its offer to the parent and follow the guidelines associated with its own curriculum and admissions policy. Reference will also be made to the documentation provided by the previous school.
- 1.5. In exceptional circumstances, parents and the school may agree that it is in the best educational, developmental and emotional interests of the child to be placed in a grade / year group with older or younger children e.g. a child who should chronologically be in grade/year group four is placed



in grade/year group three because of concerns about their academic ability, their development, or the fact that they have missed a large period of education because of illness. The maximum age difference between students within a grade/year group should be no more than 2 years.

- 1.6. The placement of secondary school students may be affected by the curriculum and associated public examination system followed by the school. For example, a student who should chronologically be placed in Year 13 in the English system may need to be enrolled in Year 12 as the A Level examinations syllabus is based on a two-year study programme. The student needs to complete the first year of the programme before embarking on the second year of study.
- 1.7. In all cases where a student is enrolled in an age-inappropriate class, the school is required to ensure that the parents are fully aware of the immediate and long-term implications of such a decision. Parents will be required to sign a consent form. In all such situations, the school is required to inform the PSO of the decision and provide supporting evidence.
- 1.8. The Supreme Education Council will monitor the adherence of schools to these guidelines and require them to demonstrate compliance. Schools which fail to adhere to these guidelines may be subject to penalties.




## 2. Documents required by the school as part of the registration process:

- 2.1. The identification card or valid passport of the student (sight of the original, plus one copy).
- 2.2. The birth certificate of the student (sight of the original, plus one copy).
- 2.3. A valid residency permit for all non-Qataris (sight of the original plus, one copy) or
- 2.4. A valid temporary residency permit from the Ministry of the Interior (sight of the original, plus one copy), where applicable.
- 2.5. Two recent photographs.
- 2.6. A health record document for students between the ages of three and six who are already resident in Qatar (sight of the originals, plus copies).

### 3. General provisions:

- 3.1. The original birth certificate will be used to calculate the age of the student. If this is not available, reference will be made to a valid passport. If the passport does not include the full the date of birth, the age will be calculated as of July 1<sup>st</sup> of the year of birth shown in the passport.
- 3.2. Any student who does not have a personal number will not be allowed to register.
- 3.3. Any student entering the country on a visa covering a period of less than one year will not be allowed to register.
- 3.4. For all Qatari students moving from a private or international education system to the Qatari independent school sector a copy of all final reports/ certificates from the previous school must be authenticated by the Attestation and Equivalency Unit of the SEC in order to demonstrate equivalency. It is the responsibility of the receiving school to inform the parents of the procedures involved in obtaining an equivalency statement. Registration in the independent school cannot be completed without this document being provided.
- 3.5. Parents have the right to transfer their children between private schools without the need to obtain SEC permission, provided that there are vacancies at the appropriate grade / year group in the receiving school. Where this occurs, the school will follow the guidelines identified in section 1 of this document.





## 4. Administrative procedures to be followed by private schools / kindergartens when registering students:

- 4.1. No student shall be registered over and above the school's capacity unless an approval is obtained from the SEC. The school's capacity is calculated according to the report produced by the SEC.
- 4.2. All private schools are required to identify the number of vacancies before the registration period begins, as well as after completing the registration process, and inform the SEC.
- 4.3. All private schools are required to make use of the student database system in order to enter the following data:
  - Student registrations
  - The removal of a registered name
  - Transfers
  - Certification
- 4.4. All private schools are required to provide the SEC with an electronic record of registration, by the designated date, for all grades/year groups.


## 5. Guidelines for schools with regard to the transfer of students from other schools:

### 5.1. General guidelines

- 5.1.1. Schools should have clear guidelines on the admission of students and make these available to parents. The guidelines should make reference to SEC policy and the equivalency table provided in appendix one.
- 5.1.2. As part of the registration process it is recommended that receiving schools refer to documentation provided by the previous school. They may also decide to administer an initial / baseline assessment in order to establish if there are gaps in a student's core knowledge and skills. Where necessary, schools may decide to develop a support plan so as to ensure the child's learning needs are met.
- 5.1.3. Private schools which provide modified and alternative study pathways in order to address the learning needs of students (e.g. vocational pathways and special needs programmes) should seek the approval of the SEC if this is different from the agreed Education Plan for the school.

### 5.2. The implications of transferring a child between schools which are from different education systems and offer different curricula.

- 5.2.1. All private schools and kindergartens should supply parents with information about the curriculum they offer and associated assessment arrangements. In addition, information should be provided in relation to internationally or nationally accredited qualifications that are offered by the school, along with information about the accrediting body and its recognition status.
- 5.2.2. The receiving school has a responsibility to ensure that parents fully understand the implications of transferring students between different education systems. Each system has its own regulations regarding the



placement of students, the curriculum to be followed, the organization of the school year and the examinations system. Transfer could result in students missing or having to repeat core elements of the curriculum. This could potentially impact on the learning process for the student and might have implications for subsequent transfers, examination classes and university access.

- 5.2.3. For all students who move from the private sector to the independent sector the receiving school must ensure that the certificate from the previous school is authenticated and that the equivalency process has been accomplished in accordance with SEC regulations. The student will then be placed in the appropriate grade in accordance with the recommendation of the Attestation and Equivalency Unit of the Evaluation Institute.
  
- 5.2.4. Qatari students who complete their schooling in the private sector and receive internationally accredited / recognized certificates are obliged to acquire attestation of their achievements from the Attestation and Equivalency Unit. For non-Qatari students, this is optional.
  
- 5.2.5. Under no circumstances will attestation be accorded to internal secondary certificates not approved by the SEC.

## Appendix One: International education system equivalency table, 2015-2016 (Examples)

Age	Qatari SEC Independent.	Arabic	England	USA	French	German	Filipino	Internation. IB	ISL IB	SEK IB	India / Pakistan * April to March
September to June											
3-4		KG 1	Nursery (F1)	Pre-school	PS	KG1	KG1	Pre-KG (1)	EC1	Pre-school3	KG1
4-5	Rawda-KG1	Pre-KG 1	Recep.(F2)	Pre-KG	MS	KG2	KG2	KG2	EC2	Pre-school4	KG2
5-6	Tamhidi-KG2	KG	Year 1	KG	GS	Grade 1	Grade 1	Grade 1	KG	Pre-school5	Prim.1
6-7	Grade 1	Grade 1	Year 2	Grade 1	CP1	Grade 2	Grade 2	Grade 2	Grade 1	Grade 1	Prim.2
7-8	Grade 2	Grade 2	Year 3	Grade 2	CE1	Grade 3	Grade 3	Grade 3	Grade 2	Grade 2	Prim.3
8-9	Grade 3	Grade 3	Year 4	Grade 3	CE2	Grade 4	Grade 4	Grade 4	Grade 3	Grade 3	Prim.4
9-10	Grade 4	Grade 4	Year 5	Grade 4	CM1	Grade 5	Grade 5	Grade 5	Grade 4	Grade 4	Prim.5
10-11	Grade 5	Grade 5	Year 6	Grade 5	CM2	Grade 6	Grade 6	Grade 6	Grade 5	Grade 5	Mid.6
11-12	Grade 6	Grade 6	Year 7	Grade 6	6 eme	Grade 7	Grade 7	Grade 7	Grade 6	Grade 6	Mid.7
12-13	Grade 7	Grade 7	Year 8	Grade 7	5 eme	Grade 8	Grade 8	Grade 8	Grade 7	Grade 7	Mid.8
13-14	Grade 8	Grade 8	Year 9	Grade 8	4 eme	Grade 9	Grade 9	Grade 9	Grade 8	Grade 8	Secon.9
14-15	Grade 9	Grade 9	Year 10	Grade 9	3 eme	Grade 10	Grade 10	Grade 10	Grade 9	Grade 9	Secon.10
15-16	Grade 10	Grade 10	Year 11	Grade 10	2 nde	Grade 11	Grade 11	Grade 11	Grade 10	Grade 10	Secon.11
16-17	Grade 11	Grade 11	Year 12	Grade 11	Perre	Grade 11	Grade 12	Grade 12	Grade 11	Grade 11	Secon.12
17-18	Grade 12	Grade 12	Year 13	Grade 12	Terminale	Grade 1		Grade 13	Grade 12	Grade 12	Secon.13
Public Exams	Grade 12 Cert.	Grade 12 Cert.	year 10-11 (GCSE) year 12-13 (A/s and A Levels)	Grade 11 Cert. Grade 12 Diploma		Grades 11 and 12 (Abilur)	Grade 10 Diploma	Grade 12 Certs. Grade 13 IB Diploma			India – Grade 12 (CBSE) Pakistan – Grades 9-10 (SSC) Grades 11-12 (HSSC)

## Appendix Two:

### Scenarios to illustrate the application of SEC policy

#### Scenario 1.

A newly arrived expatriate family from the UK is seeking a place for their daughter, who has just completed Year 3, in a school following the English National Curriculum.

The parent	The school	The SEC
<ul style="list-style-type: none"><li>▪ Acquires their own ID / RP.</li><li>▪ Acquires an ID/ RP for the child.</li><li>▪ Acquires a record/report/certificate from the previous school.</li><li>▪ Approaches schools to check vacancies</li><li>▪ Registers the child in the chosen school during the prescribed registration period.</li><li>▪ Provides the school with all required documents.</li></ul>	<ul style="list-style-type: none"><li>▪ Publishes data re its vacancies.</li><li>▪ Publishes information about its curriculum and organizational structure.</li><li>▪ Receives and reviews the documentation from the parent and checks that it meets SEC requirements.</li><li>▪ Conducts a baseline assessment and reviews the paperwork from the previous school.</li><li>▪ Allocates a place in a year group, in accordance with the equivalency table (likely to be Year 4, unless the student has learning difficulties).</li><li>▪ Informs the SEC of the registration.</li></ul>	<ul style="list-style-type: none"><li>▪ Receives information about the registration from the school.</li><li>▪ Investigates the registration decision if it feels it is inappropriate.</li></ul>

## Scenario 2.

A Qatari parent whose son has just completed Grade 4 in an independent school wishes to enroll him in a school following either the English National Curriculum or an American curriculum.

The parent	The school	The SEC
<ul style="list-style-type: none"><li>• Approaches schools to check vacancies</li><li>• Registers the child in the chosen school during the prescribed registration period</li><li>• Provides the school with all required documents.</li></ul>	<ul style="list-style-type: none"><li>• Publishes data re its vacancies.</li><li>• Publishes information about its curriculum and organizational structure.</li><li>• Conducts a baseline assessment and reviews the paperwork from the previous school.</li><li>• Allocates a place in a year group, in accordance with the equivalency table (likely to be Year 6 in the English curriculum school or Grade 5 in the American curriculum school, unless the student has learning difficulties).</li><li>• Decides on whether the student will require additional support</li><li>• Informs the SEC of the registration</li></ul>	<ul style="list-style-type: none"><li>• Receives information about the registration from the school</li><li>• Investigates the registration decision if it feels it is inappropriate.</li></ul>

### Scenario 3.

A Qatari family, whose child has just completed Grade 7 in a Qatari private school offering an American curriculum, wishes to transfer their child to a school following the English National Curriculum.

The parent	The school	The SEC
<ul style="list-style-type: none"><li>• Approaches schools to check vacancies</li><li>• Registers the child in the chosen school during the prescribed registration period.</li><li>• Provides the school with all required documents.</li></ul>	<ul style="list-style-type: none"><li>• Publishes data re its vacancies.</li><li>• Publishes information about its curriculum and organizational structure.</li><li>• Conducts a baseline assessment and reviews the paperwork from the previous school.</li><li>• Allocates a place in a year group, in accordance with the equivalency table (likely to be Year 9 unless the student has learning difficulties).</li><li>• Decides on whether the student will require additional support</li><li>• Informs the SEC of the registration.</li></ul>	<ul style="list-style-type: none"><li>• Receives information about the registration from the school</li><li>• Investigates the registration decision if it feels it is inappropriate.</li></ul>

## Scenario 4.

A family, whose child has just completed Grade 7 in a Qatari private school offering the English National Curriculum, wishes to transfer their child to a school following an American curriculum.

The parent	The school	The SEC
<ul style="list-style-type: none"><li>• Approaches schools to check vacancies.</li><li>• Registers the child in the chosen school during the prescribed registration period</li><li>• Provides the school with all required documents.</li></ul>	<ul style="list-style-type: none"><li>• Publishes data re its vacancies.</li><li>• Publishes information about its curriculum and organizational structure</li><li>• Conducts a baseline assessment and reviews the paperwork from the previous school.</li><li>• Allocates a place in a year group, in accordance with the equivalency table (likely to be Grade 7 unless the student has learning difficulties).</li><li>• Decides on whether the student will require additional support</li><li>• Informs the SEC of the registration.</li></ul>	<ul style="list-style-type: none"><li>• Receives information about the registration from the school</li><li>• Investigates the registration decision if it feels it is inappropriate.</li></ul>



## Scenario 5.

A Qatari parent whose son has just completed Grade 11 in an independent school wishes to enroll him in a school following the English National Curriculum so that he can take A level examinations.

The parent	The school	The SEC
<ul style="list-style-type: none"> <li>• Approaches schools to check vacancies</li> <li>• Registers the child in the chosen school during the prescribed registration period</li> <li>• Provides the school with all required documents</li> <li>• Arranges for the attestation of A level certificates from the Attestation and Equivalency unit at the end of Year 13</li> </ul>	<ul style="list-style-type: none"> <li>• Publishes data re its vacancies</li> <li>• Publishes information about its curriculum and organizational structure</li> <li>• Conducts a baseline assessment and reviews the paperwork from the previous school</li> <li>• Allocates a place in a year group, in accordance with the equivalency table (likely to be Year 12 unless the student has learning difficulties as this is the beginning of the two year A level programme. The student will be with other students who are up to two years younger)</li> <li>• Decides on whether the student will require additional support</li> <li>• Informs the SEC of the registration</li> </ul>	<ul style="list-style-type: none"> <li>• Receives information about the registration from the school</li> <li>• Investigates the registration decision if it feels it is inappropriate</li> <li>• Reviews and attests the A level certificates at the end of Year 13.</li> </ul>

## Scenario 6.

A parent whose son has just completed Year 8 in a private school following the English National Curriculum wishes to enroll him in an independent school.

The parent	The school	The SEC
<ul style="list-style-type: none"><li>• Approaches schools to check vacancies</li><li>• Registers the child in the chosen school during the prescribed registration period</li><li>• Arranges for the attestation of certificates / reports from the Attestation and Equivalency Unit .</li><li>• Provides the school with all paperwork</li></ul>	<ul style="list-style-type: none"><li>• Publishes data re its vacancies.</li><li>• Publishes information about its curriculum and organizational structure.</li><li>• Conducts a baseline assessment and reviews the attested paperwork from the previous school</li><li>• Allocates a place in a year group, in accordance with the equivalency table (likely to be Grade 8 unless the student has learning difficulties).</li><li>• Decides on whether the student will require additional support.</li><li>• Informs the SEC of the registration.</li></ul>	<ul style="list-style-type: none"><li>• Reviews and attests the documentation from the previous school</li><li>• Receives information about the registration from the school</li><li>• Investigates the registration decision if it feels it is inappropriate.</li></ul>

## Scenario 7

A family, whose child is studying in year 5 in a school offering the English National Curriculum, wishes to transfer their child in the second Semester to a private school offering an American-based curriculum.

The parent	The school	The SEC
<ul style="list-style-type: none"><li>• Approaches schools to check vacancies.</li><li>• Registers the child in the chosen school during the prescribed registration period</li><li>• Provides the school with all required documents.</li></ul>	<ul style="list-style-type: none"><li>• Conducts a baseline assessment and reviews the paperwork from the previous school.</li><li>• Allocates a place in a year group, in accordance with the equivalency table (likely to be in grade 4 unless the student has learning difficulties).</li><li>• Decides on whether the student will require additional support</li><li>• Informs the SEC of the registration.</li></ul>	<ul style="list-style-type: none"><li>• Receives information about the registration from the school</li><li>• Investigates the registration decision if it feels it is inappropriate.</li></ul>